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DESCRIPTORS Academic Education; Audiovisual Instruction; *Audiovisual Programs; Autoinstructional Aids; *Autoinstructional Methods; *Educationally Disadvantaged; Higher Education; Instructional Innovation; *Open Enrollment; Phonotape Recordings; Reading Skills; Tape Recordings; *Tutorial Programs; University Libraries
IDENTIFIERS *Audio Tutorial Instruction; Generic Book

ABSTRACT

In order to meet the needs of the heterogeneous student body resulting from an open admissions policy, an audiotutorial system is recommended for the City University of New York. The proposal would combine the efforts of the three distinct units offering instruction on each campus: (1) traditional academic departments, (2) a remedial academic skills department, and (3) a library. Academic instructors would tape their lectures without regard to any deficiencies in comprehension among their students. The tapes would then be annotated by academic skills personnel, adding explanatory material and suggestions for note taking. After review by the original lecturer, the annotated tapes would be placed on reserve in the library. Among the expected advantages of this system are: low cost, opportunities for individualized learning, strict adherence to the principle of granting college credit only for college work, and increased student retention of class material. A 33-item bibliography supplements the text. (PF)

FOURTH ANNUAL CONFERENCE OF THE CITY UNIVERSITY OF NEW YORK
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Library Workshop on "Reading:" The Academic Librarian and the Generic Book -
Alternatives to the Generic Book

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This article describes the ERAT - Electronic Response and Audio-Tutorial Modes of Instruction - System which is used to teach biology to non-science majors at Ball State University. It outlines the course content, the student activities involved in using the system, the role of the instructor and the value of technology in education.

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ERIC Documents

ED 075 051

LI 004 2931

Shaffer, Dale E.

The Audio-Tape Collection: A Library Manual on Sources, Processing, and Organization.
Pub Date 73

Notes--33p. (0 References)

Available from--Dale E. Shaffer, 437 Jennings Ave., Salem, Ohio 44460 (\$2.00, 10% discount over 100 copies)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors--*Audio Equipment, *Cataloging, Classification, Filing, Information Sources, *Instructional Aids, *Instructional Materials, Library Acquisition, Library Collections, Library Material Selection, Library Technical Processes, Manuals, *Phonotape Recordings, Tape Recordings

Identifiers--*Nonprint Media

The purpose of this manual is to assist the librarian and audiovisual director in setting up an audio-tape collection. It contains information

needed to initiate, organize, and develop a collection - sources and uses of taped programs, depositories, types of tape, cataloging and classification procedures, filing rules, promotion methods, equipment, manufacturers, handling and storage of tapes, and advantages of audio-tape in the teaching process. The manual deals primarily with monaural tapes containing the spoken word rather than stereo music recordings. (Related documents are LI004289 through LI004292.) (Author/DH)

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LI 004 292¹

Shaffer, Dale E.

A Basic Audio-Tape Collection: Lecture Programs for the Academic Library.

Pub Date 73

Note—29p. (7 References)

Available from—Dale E. Shaffer, 437 Jennings Ave., Salem, Ohio 44460 (\$2.00, 10% discount over 100 copies)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Catalogs, College Libraries, Educational Programs, *Instructional Aids, *Instructional Materials, Library Collections, Library Material Selection, *Phonotape Recordings, School Libraries, *Tape Recordings

Identifiers—*Nonprint Media

This catalog describes a collection of 290 reels of audio-taped lectures suitable for the college and secondary school library. In total, the tapes represent a basic collection suitable for any college library. Most of the reels contain 45 to 60 minutes of recording. The 556 selected programs cover 24 academic subject areas, including foreign languages, Black culture, literature, Shakespeare, poetry, reading, writing, economics, Civil War, art, teaching, and science. The tapes are academic in content and designed to aid the teacher, primarily at the secondary and college levels. All of the tapes are monaural and recorded on seven-inch open reels. They are available individually or as a total collection from one source. (Related documents are LI004289 through 004291, 004293.) (Author)

ED 087 465

IR 000 210¹

Milne, Bruce G., Comp.

Evaluation Report for Library Demonstration-Dial Access Retrieval System. End-Of-Project Report.

Mitchell Independent School District 45, S. Dak.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Mar 73

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, *Dial Access Information Systems, Individualized Instruction, *Instructional Materials Centers, Junior High Schools, Parent Attitudes, Phonotape Recordings, *Program Evaluation, Questionnaires, Student Attitudes, *Tape Recordings, Teacher Attitudes

Identifiers—*Audio Tutorial Instruction, Elementary Secondary Education Act Title III, ESEA Title III

In 1969, the Dial Access Retrieval System (DARS) was funded as a three year project for the Mitchell Public Schools, through ESEA Title III funds, to be a model demonstration library and resources center for other schools in similar rural situations. The main objective was the provision of audio tapes to meet the individualized needs of pupils, as well as to provide enrichment and remedial assistance. Nine hundred students and 44 teachers participated. Inservice training and workshops ensured at least a trial exposure to the system. Program counts indicated that DARS made an impact in each area of the curriculum, the greatest usage being in social studies, foreign language, and language arts. Evaluation activities were largely confined to attitude change regarding the acceptance of audio media. In all cases, significant change occurred in the viewing of audio learning as an essential ingredient in increased student learning. No measure of the impact upon the student's learning and teacher effectiveness was attempted. It was recommended that DARS be expanded by the addition of a video component and by its extension to other schools in the district. Appendixes present attitude questionnaires and statistical data. (Author/SL)

ED 090 203

SP 007 934¹

The Yellow Pages of Undergraduate Innovations.

Cornell Univ., Ithaca, N.Y. Center for Improvement of Undergraduate Education.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date 74

Note—243p.

Available from—CHANGE Book Department, NBW Tower, New Rochelle, New York 10801 (1-9 copies, \$4.95 ea. if payment accompanies order, \$5.95 ea. if billed, 10 or more, \$3.95 ea.)

Document Not Available from EDRS.

Descriptors—Colleges, Curriculum Development, *Directories, *Educational Innovation, *Instructional Innovation, *Undergraduate Study

The purpose of this nationwide directory of innovative programs in undergraduate education is to provide like-minded professionals a means of contacting each other to share information and experiences. The directory divides innovative programs into three categories: instructional, curricular, and institutional. The section on instructional innovation includes sections covering: self-paced and modular instruction, use of various media, computer-related procedures, simulation and gaming, independent study and research, off-campus education, interpersonal process techniques, manpower utilization changes, and other instructional innovations. Curricular innovations include course format and content changes, career-oriented courses and programs, changes in graduation requirements and new degrees, student-designed curricula, and new interdisciplinary and noninterdisciplinary programs and courses. Categories listed under institutional innovations include programs for atypical students, calendar and time-restraint changes, institutionalized framework for innovation, assessment of student performance and ability, and interinstitutional and other cooperative arrangements. Within the categories under each type of change, innovative programs are listed alphabetically by state. No attempt is made to evaluate any of the individual innovations. (HMD)

ED 034 430

EM 007 598¹

Husband, D. D. Postlethwait, S. N.

The Concept of Audio-Tutorial Teaching.

Purdue Univ., Lafayette, Ind. Dept. of Biological Sciences.

Pub Date 69

Note—44p.; Paper is the introductory chapter of thesis submitted to Dept. of Biological Sciences, Purdue University

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Audiovisual Instruction, Autoinstructional Aids, *Autoinstructional Laboratories, Autoinstructional Methods, Botany, Demonstration Centers, Educational Programs, *Instructional Innovation, Instructional Media, Instructional Programs, *Learning Laboratories, *Multimedia Instruction, Phonotape Recordings, *Science Instruction, Science Materials, Teaching Techniques

Audio-tutorial teaching, originated at Purdue University, employs an audio tape as a vehicle for guiding the student through a series of learning experiences. The student may be directed to use his textbook for an explanation of a diagram, to refer to his laboratory manual, or to observe the specimens and experimental materials prepared for his use. The freshman botany course at Purdue is taught using the audio-tutorial concept, supplemented by lectures, quiz sessions, and a research project. The system has produced no significant difference in learning as measured by the final examination. However it covers the material in less time than the conventional course, and is judged to be more interesting by the student. The text is supplemented by graphs of student performance and a list of references. (JY)

ED 085 664

CS 000 855

Martin, Irene

The College Commitments to Attainable National Goals—Learning Support Services for Open Admissions Students.

Pub Date Nov 73

Note—6p.; Paper presented at the Annual Meeting of the College Reading Association (17th, Silver Spring, Md., November 1-3, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Content Reading, Learning Laboratories, *Literacy, Reading, Reading Development, *Reading Improvement, Reading Materials, *Reading Programs, *Remedial Reading

Identifiers—*Right To Read

This paper focuses on the college's commitment to and responsibility for the attainment of the goals set forth by the National Right to Read Program. The goals of the Right to Read Program are: to disseminate information relative to reading, specifically, identifying and validating effective reading programs, to implement strategies for correcting existing reading and literacy problems and instituting educational reforms, and to share effective staff development techniques. The Learning Center concept, which represents a comprehensive network of support systems designed to facilitate student learning at New York City Community College, is supplementary to the basic remediation provided for underprepared freshman students. The major strategies identified by the Learning Center staff to achieve its objectives focus upon the application of remedial techniques, methods, and materials to specific content areas in departmental courses. (WR)

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ED 086 993

CS 200 350

McDonald, Ellen Jean Baird

The Development and Evaluation of a Set of Multi-Media Self-Instructional Learning Activity Packages for Use in Remedial English at an Urban Community College.

Pub Date 73

Note—245p.; Ed D. Dissertation, Memphis State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-22,636, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Achievement, *Autoinstructional Aids, Community Colleges, Doctoral Theses, *English Instruction, Higher Education, Independent Study, *Remedial Instruction, *Sentence Structure, Structural Linguistics, Syntax, *Teaching Methods

The purpose of this investigation was to compare the effects on achievement and attitude of a method of teaching using multi-media self-instructional learning activity packages, with the conventional method of teaching by lecture and discussion. The subjects were 126 community college students enrolled in remedial English classes. Two instructors were each randomly assigned to a control group and an experimental group. The experimental groups received instruction in the ten basic sentences patterns of structural linguistics by means of three multi-media self-instructional learning activity packages developed for this study. The control groups were instructed in the same content matter by the conventional lecture-discussion method. The investigation was conducted during a four-week period in the winter of 1973. Some of the results indicated that students in the experimental group showed a significant difference in posttest scores on the criterion measures, and students in the experimental group on the post-experimental attitude measure scored significantly higher than students in the control groups, although a pretest analysis revealed no significant differences between the groups. (Author/WR)

ED 086 537

SE 017 198

Chinn, James Albert

A Comparative Study of an Audio-Tutorial and a Traditional Method of Teaching Intermediate College Algebra to the Community College Students.

Pub Date 73

Note—152p.; Ed D. Dissertation, Florida Atlantic University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-25,126, Microfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Achievement, *Algebra, *Autoinstructional Aids, *College Mathematics, *Instruction, Mathematics Education, *Research, Teaching Methods

Identifiers—*Audio Tutorial Instruction, Research Reports

This study tested and compared the effects of an audio-tutorial method and a traditional lecture method of instruction for an Intermediate College Algebra course and investigated how improvements should be made for the commercially-prepared and teacher-made audio-tutorial materials. A sample of 186 students was randomly selected from the population of 805 students enrolled in the algebra course and assigned to one of two treatments. The Otis Mental Abilities Test (Form Am) was given to test aptitude differences between groups. No significant differences were found at the .05 level. Two equated forms, PRT and NRT, of the Florida Twelfth Grade Placement Test, Mathematics Section, were used respectively as the pre- and post-achievement test. An attitude questionnaire was administered to the experimental groups to gather suggestions for improvements. A three-way analysis of variance was used to analyze data for the factors of treatment, sex of students and teacher. Results yielded a significant difference (p less than .05) between treatments in favor of the audio-tutorial method but there were no interaction effects found between the factors. (Author/JP)

The workshop theme we were originally asked to explore was "extra-curricular reading." My presentation this morning focuses on the exact opposite -- curricular nonreading by students who have difficulty in completing their reading assignments. I intend to propose a method by which specific learning objectives can be achieved by circumventing rather than overcoming reading obstacles, and to cite the advantages inherent in the system proposed. In testing my ideas privately among several colleagues, I was warned that some of my comments might be controversial. My only defense, if indeed I require one, is appropriately and succinctly stated in the following maxim:

"behold the turtle, he makes progress only when his neck is out."

My point of departure is that in our fixation on the printed word and on reading as the single modality through which the educational process takes place, we may in fact be overlooking a very important element in the history of human development -- the oral tradition. It is easy to forget that mankind has had a long and honored oral tradition and that for thousands of years before the advent of printing human societies had prospered and progressed and had succeeded in fulfilling their basic educational and acculturation functions by depending solely on oral means without the benefit of modern audio-educational technology. I believe that when used to instruct students with reading deficiencies, the ancient oral tradition may prove relevant to the solution of a serious contemporary educational dilemma.

I would now like to direct your attention to a consideration of "open admissions." What does the term "open admissions" really mean? If I

had to describe "open admissions" students in one word, I would say "diverse." We now have in the City University of New York a student population which is extremely varied in terms of age, ability, interest, aspirations, cultural background, socio-economic condition, personal circumstances, etc. The term "diversity" also characterizes their reading abilities and achievements. We should not be surprised by this. After all, "open admissions" is an attempt to provide universal access to higher education, and as soon as we consider universality in any context, we are immediately addressing ourselves to the heterogeneity of the human condition. If such is the case, it means that a traditional unidimensional method based exclusively on reading, an approach which was appropriate to the rather homogeneous student population of the past, will no longer serve to achieve our educational needs today. Since we are now working with a heterogeneous student body, our pedagogical methods must be as diverse and varied as the population we serve.

In preparing for today's session, I read a report to the effect that substantial numbers of "open admissions" students enter college with 5th and 6th grade reading levels. My own experience would confirm that this is not uncommon. The question then becomes: What can the colleges do to help these students? Colleges have traditionally expected entering freshmen to arrive equipped with reading and other basic learning skills sufficient to undertake and successfully complete a rigorous learning sequence at the college level. In the past the college was more or less limited in its objectives and responsibilities to the transmission of ideas and subject information. The means (i.e. reading) by which ideas and information would be received and assimilated by the student was

simply assumed. We can no longer take reading skills for granted. Many contemporary students will have to learn information and ideas somehow, but without an adequate foundation in reading. So the colleges now have a two-fold problem. The traditional role of information dissemination remains, and a new responsibility -- the development of basic learning skills -- has been added. Given the limited fiscal resources of our institutions and the relatively large numbers of students who require generous assistance, this dual responsibility is quite difficult, if not impossible, to discharge. The inevitable result is that we are not as productive as we would hope. My basic premise is that a method of imparting information while circumventing reading deficiencies can dramatically improve our instructional performance.

Before proceeding to develop this theme, I would like to point out the analogy in the philosophy behind this approach and that of the bilingual programs which already exist on several CUNY campuses. We do not hold back students who are intellectually alert simply because they are not fluent in English. Instead, we offer the required undergraduate entry-level courses in Spanish so that students will be able to learn in a supportive modality while they simultaneously study English as a second language so as to prepare themselves for the more advanced elective courses which are conducted in English. I would submit that the same approach could be applied to students with reading difficulties. Why should we hold back students who are intellectually capable of dealing with concepts, ideas, and information only because they have difficulty in reading? Instead, we should proceed with subject-oriented instruction while we simultaneously endeavor to develop reading skills. We should not

make reading a prerequisite for learning. The audiotutorial method, an approach that has been utilized at numerous academic institutions throughout the country, will help students who are not capable of completing their assigned reading. I believe that we need an audiotutorial system designed specifically to meet the needs of the City University of New York.

At present, we have at least three distinct units on each CUNY campus which offer instructional services to students: (1) traditional discipline-oriented academic departments which offer content courses; (2) an academic skills department or its equivalent which offers intensive remediation programs; and (3) a library which provides access to instructional/research materials and offers bibliographic instruction in their use. These three separate and necessary components of the total instructional package have never been fully coordinated. I suggest that they be integrated so that each can provide the particular instructional element which it alone is best equipped to contribute. The proposed system would function as follows:

Instructors in the content-oriented departments would record their most important lectures on cassette tape without regard to differences in the reading and/or comprehension levels of their students. The lecturer would make no attempt to "water down" his material. Instead, these taped lectures would represent the highest quality instruction of which the lecturer is capable. After the original tape has been completed, academic skills personnel would audit the tapes and annotate them. It is important to note that tapes would always be annotated, never edited. Every time the academic skills auditor identified a term or concept which, in

his judgment, would be unintelligible to an open admissions student, he would stop the tape and insert a brief comment, explanation, illustration, or definition, so as to enable the student to comprehend the point the lecturer is trying to make. The academic skills auditor would also take the opportunity to insert instructions for proper notetaking. It is often the case that students who have trouble with reading also experience great difficulty in following classroom lectures and taking notes. Although academic skills counselors could not possibly be expected to be as competent in any particular discipline as the subject lecturer, they would be specially trained, and therefore better equipped, to present material to open admissions students. Finally, the annotated audiotapes would be reviewed by the original lecturer to verify the integrity of his original presentation. Completed audiocassettes would be placed on Reserve in the Library where students could audit them on listening equipment similar to the installations we now use in conjunction with music courses.

The principal advantages of this audiotutorial system are: (1) capital investment and related costs would be minimal because the system utilizes human resources and physical facilities which already exist on every CUNY campus. It is estimated that one to three hours of lecturer-academic skills faculty time would be required for every 30 minutes of tape. In terms of hardware, serviceable playback equipment can be acquired for as little as \$ 25 a set. Clayton Community College in Georgia has recently instituted a fairly extensive audiotutorial program at a total cost of approximately one thousand dollars; (2) an innovative and integrated "total" remediation-instructional service would be created by bringing academic skills personnel and resources directly into the mainstream of

campus instructional activity, where they are most needed. Despite significant improvements in interdepartmental cooperation, academic skills programs too often remain isolated and insulated from both classroom and library activity; (3) opportunities for ^{individualized} self-paced learning would be provided by making it possible for students to audit tapes repeatedly until the content is satisfactorily assimilated. Precious class time would not be "wasted" in responding to repetitious questions from slower students. On the other hand, the system would also accommodate the needs of those students who are embarrassed to ask "elementary" questions in class; (4) students could audit tapes at their own convenience and in accordance with their personal schedules so that students with outside responsibilities and commitments would not be precluded from benefiting from this system; (5) the faculty would find this method intellectually satisfying because they would no longer feel compelled to "water down" the style and content of their lectures in an effort to reach underprepared students, a frequent cause of complaint among the faculty; (6) extend bilingual educational opportunities to students other than the Spanish-speaking. In practice, the concept of "bilingual education" usually is limited to Spanish-language instruction. However, there are also substantial numbers of non-Spanish-speaking students who are similarly situated in that they are recent arrivals who would benefit from higher education, but do not yet have a sufficient command of English to undertake college work. Unlike the Spanish-speaking, their numbers do not ordinarily justify the introduction of complete courses. It would be economically feasible to assist these students by providing explanatory annotations inserted into the tapes in appropriate ^{foreign} languages (e.g. Italian, Chinese, etc.); (7) avoid "tracking" because each student

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would receive exactly the same informational package from his instructor. Some students would succeed in attaining the pre-established learning objective without audiotutorial assistance; others would depend upon the annotated cassette tapes in order to achieve the same scholastic result. The important point is that we would not have two or three different levels of education taking place within the same classroom. All students could reasonably be expected to achieve the standard learning objective; (8) adhere strictly to the principle of granting college credit only for college work. Some of our institutions have acquiesced in the unfortunate practice of granting academic credit for remedial work in an effort to encourage those students with chronic learning (i.e. reading) and/or attitudinal problems. The audiotutorial system would remove that rationale and ensure that college credit would be earned only by achieving standard norms regardless of whether those norms were attained by reading or auditing; (9) appeal to the learning preferences of the modern student who has been oriented to multimedia instruction; (10) increase the amount and duration of retention. A recent study indicates that the average college student retains only 10% of what he has read, but 20% of what he has heard. If this disparity exists for the average student, how much lower the reading retention quotient must be for students with reading deficiencies. One would logically expect even greater retention of material which had been audited over that which had been read.

I am not proposing the audiotutorial system as a substitute for reading, but rather as a supplement to reading. I strongly believe that reading is important, that reading skills should be developed and upgraded, and

that we should continue to do everything possible to encourage reading habits among all students. What I am suggesting is that reading may not be the sine qua non for learning at the college level. My recommendation is that the audiotutorial system described above be tried in an experimental pilot project on at least one senior college and one community college campus of the City University of New York. Although there is some resistance to taped lectures among the faculty, I am confident that, given adequate safeguards, a sufficient number of committed faculty would volunteer to test the system.